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ABSTRACT

Designed to help educators improve equity in language and illustrations in their teaching materials, the guidelines in this booklet focus on equality toward men and women, racial and ethnic minority group members, and handicapped persons. The narrative portions of each section are enhanced by specific examples to use ("The average school principal works closely with teachers") and to avoid ("The average school principal works closely with his teachers"). In addition, ideas are delineated on how to apply the guidelines. The section on nonsexist treatment of men and women includes two subtopics, language (the generic "he", occupational titles, parallel language, and letterwriting) and sex roles and traits (emotional traits of women/girls and men/boys, family patterns, occupational roles, role models, parenting roles, historical references, and physical appearances). The section on minority groups contains discussions on language and roles/traits of minorities. The section on representation of handicapped persons suggests that in developing education materials, one might ask, "Are stereotypes, such as portraying the blind as helpless, avoided?" The section on avoiding stereotypes in graphics and audiovisuals deals with a numerical balance of the sexes, sex stereotypes, physical types and handicaps, and racial or minority stereotypes. (AN)

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This publication is designed to help Texas educators improve equity in language and illustrations in their materials. The focus for equality is directed toward men and women, members of racial and ethnic groups, and handicapped persons.

The publication is a revision of *Guidelines for Establishing Equity in Lanaguage and Illustrations* (GE9 402 14) which was designed for use by staff of the Texas Education Agency. Since the publication of the *Guidelines* in 1979, numerous requests for copies have been received from such persons as representatives of local school districts, university and college information officers, and Title IX coordinators. Therefore, this revision is being made available.

The original publication was developed under the direction of Virginia Cutter, former head of the Division of Dissemination, now retired. Members of the writing committee included:

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Introduction

Educators know that an individual's positive self-concept is critical to his or her sense of well-being, motivation, and success.

Many believe that the formation of one's self-concept is seriously affected by language—not only by oral language but by the language of textbooks, worksheets, tests, and letters. In subtle and not-so-subtle ways, language affects the ways people think about themselves and others.

For example, when a publication speaks of the superintendent as "he," women who might aspire to administrative positions feel discouraged. Likewise, when the teacher is always referred to as "she," men who might want to teach in elementary school feel hesitant.

Illustrations also have a significant impact. Photographs of groups of students that exclude the handicapped fail to help children and adults to accept handicapped persons in the mainstream of life. Pictures showing racial and ethnic groups only in stereotyped roles do not promote concepts of equality.

When another person is diminished, belittled, or excluded because of sex, race, or handicapping condition, everyone loses. Each person has inherent worth and dignity that must be recognized and supported. One way to give support is through thoughtful use of language and illustration such as is outlined in the following guidelines.

Nonsexist Treatment Of Women And Men

LANGUAGE

The Generic He

Many people feel that masculine terms exclude females. This is especially true for young children who have not yet learned the abstract concept of the generic he. The generic he often has unintended effects on readers. Because people rarely use the generic term in everyday speech, many people visualize the specific when they hear or read the generic. The reader is inclined to picture an individual of the gender that is mentioned.

When we constantly personify "the judge," "the author," and "the principal" as male by using the pronoun "he," we are subtly conditioning ourselves against the idea of a female judge, author, or principal. Fortunately, there are numerous alternative approaches for ending the exclusion of women:

USE	AVOID
Give workers their paychecks as soon as they are finished.	Give each worker his paycheck as soon as he is finished.
The average school principal works closely with teachers.	The average school principal works closely with his teachers.
A student who was satisfied with his or her performance on the pretest took the posttest.	If the student was satisfied with his performance on the pretest, he took the posttest.
Members of AASA and their spouses are invited.	Members of AASA and their wives are invited.

Although this publication advocates a style of writing that eliminates the use of the generic he, it should not be inferred that any revision of the classics or other previously-published works of literature is recommended. The use of the masculine pronoun in such materials provides an opportunity for curriculum developers to suggest discussion questions focusing on how a living language is responsive to changing times.

How You Can Apply The Guidelines

You can:

- Recast a sentence into the plural.
- Reword to eliminate unnecessary gender references.
- Replace the masculine pronoun with "he or she" or with "she or he."
- Replace phrases that inadvertently exclude women by assuming that all readers and participants are men.

Because the word "man" has become so closely associated with its literal meaning (a male human being), many people consider it no longer broad enough to be applied to human beings as a whole.

For example, girls may tend to feel excluded from books with titles like *Man and His World,* just as a boy might feel that a book entitled *Woman and Her World* is not meant for him.

When told that "Men by the thousands headed west" or that "The average U.S. citizen is proud of his heritage," the young reader simply does not form a mental image that includes females. It helps little for a parent or teacher to explain that "men" means "both men and women." Similarly, when taught that "manmade" improvements have raised America's standard of living or that a task requires a certain number of "man hours," a child cannot be expected to develop the concept that females as well as males have participated in the developmental process.

The following alternative expressions should be used to include the female gender:

USE	AVOID
people, persons	man
human achievements	man's achievements
the best person for the job	the best man for the job
humanity, human beings, people	mankind
business person	businessman
cave dweller	caveman
artificial, synthetic, constructed, human made	manmade
workforce, laborforce, human power, human resources	manpower
congressional representative	congressman
work time, staff hours	man hours
History of Black People in America	*History of the Black Man in America*
assistant, right-hand helper	right-hand man

Occupational Titles

Occupational titles ending in "man," such as fireman, anchorman, workman, and salesman, are to be avoided because they suggest that certain fields of endeavor are closed to women. Such titles not only give young people false impressions about their future vocational prospects, they also tend to perpetuate discriminatory practices.

USE	AVOID
flight attendant	steward and stewardess
police officer	policeman and policewoman
mail carrier, letter carrier	mailman
sales clerk	salesman

(For additional suggestions, see Appendix, p. 21.)

Parallel Language

Language used to designate and describe females and males should treat the sexes equally. Parallel language should be used for men and women.

For example, use "ladies" only if men would be referred to as "gentlemen." Call women over the age of 18 "women," not "girls," "gals," or "ladies." (The definition of "girl" is a female child.) One possibility for eliminating problems with this term is to use for teenagers the terms "young woman" and "young man."

USE	AVOID
the men and the women or the ladies and the gentlemen	the men and the ladies
the young men and the young women or the boys and the girls	the young men and the girls
husband and wife	man and wife

Also, a woman should be referred to by name in the same way that a man is. Both should be called by their full names, or by first or last name only, or by title.

USE	AVOID
Bobby Riggs and Billie Jean King	Bobby Riggs and Billie Jean
Senator Percy and Governor Grasso or Charles Percy and Ella Grasso	Senator Percy and Mrs. Ella Grasso

Males should not always be first in order of mention. Instead, alternate the order, such as: "women and men," "she or he," "her or his."

Terms ending in "feminine" suffixes imply that females are special and unequal. Thus, to speak of Edna St. Vincent Millay as a "poetess" is to exclude her from the legitimate circle of poets; to speak of Amelia Earhart as an "aviatrix" denies her full status as aviator. Avoid trivializing terms like "usherette" and "libber."

Letterwriting

Many recipients of letters bearing salutations such as "Dear Sir" or "Gentlemen" are, in fact, female. Thus, when in doubt, omit salutations which are of masculine format. Instead, salutations such as "Greetings," "Dear Sir or Madam," "Good Day," or "Good Morning" might be more appropriate. Or, the salutation may be omitted entirely as in the Simplified Letter Form that was developed by the Administrative Man..gement Society. In this style, the salutation is replaced by a subject line summarizing the message. The subject line is typed flush left in all caps, three lines below the last inside address line. For example:

August 28, 1980

Director
Educational Equity Act Program
Education Research Center
109 Astor Street
Boston, MA 02123

TRAINERS NEEDED

We are seeking trainers who wish to help persons interested in entering or re-entering the workforce. Information will be provided on how to organize and conduct employment awareness classes, familiarize persons with local job markets, and assess skills and competencies.

Your assistance is requested in the provision of names and addresses of potential trainers.

J.A. Pasons, DIRECTOR
WORKPOWER INCORPORATED
coc

Also, remember that unnecessary reference to or emphasis of a woman's marital status should be avoided. Whether married or not, a woman should be referred to by the name by which she chooses to be known, whether her name is her original name or her married name. "Ms." is usually acceptable usage where a woman's marital status is not significant in context, or when the woman is known to prefer it.

SEX ROLES AND TRAITS

Both sexes should be allowed a full range of emotional expression. Men should not be shown as needing to resort to violence nor women to tears to achieve their ends. No job or hobby should be shown as reflecting on the masculinity or femininity of an individual. Care is to be taken in the portrayal of children. Girls should not always be shown playing "house" or deferring to boys. Children of both sexes should be shown playing with all kinds of toys; boys should not be limited to "active, aggressive" toys and girls to dolls and "passive" toys.

Emotional and Character Traits of Women and Girls

Women and girls sometimes should be described or shown:

- involved in competitive team sports such as baseball and soccer
- actively engaged in construction and repair—woodworking, building, welding, mechanical and electrical work
- as leaders
- with investigative and analytic attitudes—collecting and analyzing rocks and minerals, studying reptiles and insects, doing mathematics problems
- exhibiting courageous and fearless attitudes
- working in a variety of jobs and careers—in offices and factories; as doctors, lawyers, cab drivers, stockbrokers, telephone installers, housepainters, engineers, researchers, pilots, ship personnel, etc.

Avoid the following stereotypes of women:

- fearful
- squeamish
- passive
- weepy
- mechanically inept
- shrewish, nagging
- easily defeated by simple problems ("just like a girl")
- fickle
- domestic
- weak or fluttery

Reflecting a time when females were in fact the possessions first of their fathers and then of their husbands, girls and women are still often referred to in the obsolete terms of those who "own" them. For example, the sentence, "A man should respect his wife; similarly, his wife should respect the husband" conveys the idea that the female is a possession of the husband.

Women should be identified as people in their own right. Adult members of one sex are not to be shown as being under the control of someone of the other sex who lays down rules and allows or disallows certain behavior.

USE	AVOID
Jane works as a swimming instructor.	Carl lets his wife, Jane, work as a swimming instructor.
Carl plays golf on Saturday afternoons.	Jane says her husband may play golf on Saturday afternoon.

Emotional and Character Traits of Men and Boys

Men and boys sometimes should be described or shown:

- playing and working together in noncompetitive settings—planting flowers, shopping, etc.
- involved in homemaking activities and using the implements of such activities—cooking, cleaning, weaving, etc
- participating in child rearing activities
- interested in "soft" or fragile things—fabrics, butterflies, daydreams, babies, flowers
- enjoying a sense of order—cleaning things up, making things neat, paying attention to personal appearance and hygiene
- preferring reading or arts and crafts over sports
- as interested in music, dancing, art, fantasy, poetry
- working as assistants, secretaries, telephone operators, elementary school teachers, flight attendants, nurses, etc.

Avoid the following stereotypes of men:

- brutish
- violent
- crude
- harsh
- insensitive

How You Can Apply The Guidelines

You can:

- Show a mother using power tools in industry or a hobby room instead of wearing an apron in the kitchen.
- Show a boy cradling a kitten.
- Show two boys working a puzzle together.
- Show a girl repairing a bicycle tire.
- Use photographs and drawings that represent a numerical balance of males and females.

Occupational Roles

Women should be shown as participating equally with men; they should not be omitted or treated as subordinate to men. Generic terms such as doctor or nurse should be assumed to include both men and women. "Female superintendent" and "male nurse" should be avoided. Where it is desirable to refer to a person's sex, references can be made with the aid of feminine pronouns: "The doctor walked into the room and put her bag on a chair next to the patient's bed." In some cases, however, it is necessary to refer directly to a person's sex, as in the sentence, "The works of female authors are too often omitted from anthologies." (Avoid "lady" author.)

Do not use "coed" to describe a woman. The term stands for "coeducation," not for "female." Persons who attend schools are "students."

Although many women will continue to choose traditional occupations such as homemaker, teacher, or secretary, women should not be typecast in these roles. Rather, it is important to recognize that women are represented in a wide variety of professions and trades. Work should never be stereotyped as "woman's work" or as "a man-sized job."

USE	AVOID
Writers sometimes become so involved in their work that they neglect their families.	Writers sometimes become so involved in their work that they neglect their wives and children.
Have your parents send cookies for the field trip.	Have your mother send cookies for the field trip.
Write a paragraph about what you expect to do when you grow up.	Write a paragraph about what you expect to do when you are a Mr. or a Mrs.

Role Models

The traditional roles of women in society as homemakers and in the areas of childrearing, education, nursing, and the arts are both valuable and vital to the life of the society. No effort should be made to downgrade or disparage traditional roles of women or men. Rather, an effort must be made to expand the roles of both sexes, to include men in nurturing and homemaking activities and to include women in areas such as business and science. An unbalanced assignment of such roles does a disservice to both sexes. Children should see people of both sexes in a variety of activities and roles, so they can identify with those models and thus develop their own individual talents and preferences.

In view of the projection that 90 percent of all women will work outside the home at some time in their lives, women are not to be stereotyped as "housewives" or "homemakers" continually engaged in housework. Where women are represented as mothers, they should be shown, whenever possible, as also having other interests—work, hobbies, sports, etc.

Family Patterns

Most families today do not follow the pattern of the traditional "perfect family"—father, mother, big brother, little sister, dog, and cat. Current statistics show that one child in six lives in a one-parent home. A realistic variety of family clusters should be shown: one-parent families, extended families (which include relatives), one-child families, and single adults.

Parenting Roles

When portraying family and parenting roles, males and females should be shown in various aspects of each role. It is often assumed that women are solely responsible for the care of the home and children and that men are the "breadwinners." These stereotypes are confining and inequitable. Men should be shown participating in a variety of domestic chores, such as cooking, sewing, housework, and child-rearing. Care should be taken to avoid implying that men are inept at these activities or that to do them is demeaning.

USE	AVOID
Parents may take their children to the school playground on weekends.	Mothers may take their children to the school playground on weekends.
Ask your mother or father to help you choose healthy snacks for after school.	Ask your mother to help you choose a healthy snack after school.

Historical References

The presence, activities, and accomplishments of women in history should be included in all historical references. History has been distorted by the almost total exclusion of half the people. Using available information on women's roles in history will result in more comprehensive publications.

Historical references should focus attention on such areas as notable women, the role of women during revolutions and wars, child-rearing practices, women and the labor movement, expanding sex roles, changing family patterns, and others.

USE	AVOID
The pioneer family moved...	The pioneer took his wife and children...
When early people discovered fire...	When man discovered fire...

Physical Appearances

Society assigns certain physical characteristics as proper for each sex, and people who do not fit accepted patterns are stigmatized by this stereotyping. Females are frequently described in terms of their physical appearances, while males are described in terms of their accomplishments or characters.

Do not describe women in terms of their physical attributes or appearances unless men are also described in comparable terms. Particularly to be avoided are adjectives that tend to diminish women by portraying them as cute, fragile, delicate, helpless, and doll-like and jokes or innuendos focusing on women's physiques.

USE	AVOID
Henry Harris is a handsome blond, and Ann Harris is a striking brunette. or Henry is a shrewd lawyer, and Ann is an experienced landscape architect.	Henry Harris is a shrewd lawyer, and his wife Ann is a striking brunette.

Portrayal of Minority Groups

Portrayal of members of minority groups in language and in graphics should represent these persons in normal and inclusive settings. These settings, for educational purposes, should be designed to provide role models that encourage students to seek improved citizenship, upward mobility, and self-concept.

All materials should reflect that approximately 15.3 percent of public school enrollment in the state is black and approximately 25.3 percent is Mexican American. As an indication of the variety of ethnic groups in the state, a recent survey indicates a total of 51 different languages are spoken as a first language by children in Texas schools.

LANGUAGE

The current preferred terms for the major ethnic groups in Texas are black, white, and Mexican American. Some Mexican Americans prefer the terms Chicano and Chicana, while others regard these as political labels and dislike them.

In ethnic reference, do not capitalize black or white and do not hyphenate Mexican American.

When using the word "black," ask:

- Is the word used positively? For example, black pearls are the most expensive, black lace is considered elegant, and oil is called black gold.
- Is it necessary to refer to a writer, participant, or scientist as black? For example, if we do not use "white scientist," avoid saying "black scientist."

USE	AVOID
Outstanding Educator Awards were presented to Janice Evans, kindergarten teacher, and Murray Ewell, principal.	Outstanding Educator Awards were presented to Janice Evans, kindergarten teacher, and Murray Ewell, a black principal.

Represent blacks and Mexican Americans in all communities: urban, suburban, and rural and well-to-do, middle-class, and poor. When discussing urban problems, include the role of the white person.

In discussions of slavery and emancipation in the United States, be sure to include the black point of view.

ROLES AND TRAITS

- Show minority parents in a variety of roles, each contributing to the family and providing a wholesome environment for their children.
- Depict representatives of minorities in all professional areas. Avoid stereotyped jobs and report achievements in a matter-of-fact way.

- Show children of minority groups aspiring to careers in all fields.
- Use a broad representation of black and Mexican American leaders and writers.

How You Can Apply These Guidelines

You can:

- Show a black mayor presiding over a meeting.
- Show a teacher visiting a middle-class Mexican American home.
- Depict a black father teaching a child to tie her shoes.
- In photographs and drawings, use racially mixed groups of persons.

Representation of Handicapped Persons

Educational materials should reflect a positive, fair, and balanced representation of persons with handicaps. Emphasis should be placed on the concept that human beings are all more alike than different. Handicapped persons are people first and handicapped second. Handicaps are simply extensions of individual characteristics found in all people.

In developing or selecting educational materials, ask:

- Do the materials reflect the fact that 10 to 15 percent of the population is composed of persons with handicaps?
- Do the materials show persons with the following conditions?

Hearing impairments	Behavioral problems
Physical handicaps	Mental retardation
Visual impairments	Serious emotional problems
Learning disabilities	Speech or language impairments

- Do materials include representation of handicapped persons at all levels (early childhood through adult) and in all areas of study (physical education, language arts, guidance)?
- Are stereotypes, such as portraying the blind as helpless, avoided?
- Do pictures of class activities include handicapped persons engaged in typical classroom activities? Are the handicapped shown as participating in activities that include them as part of society?

USE	AVOID
Pictures of handicapped persons and persons without handicaps interacting in ways that are mutually beneficial.	Showing handicapped persons always being helped by others.
Depict handicapped persons as parents, community leaders, business executives, etc.	Depicting the handicapped as isolated, lonely persons.

Tokenism should be avoided in the representation of handicapped persons. Go beyond the superficial or obvious in depicting handicaps. Representation is not one child with a hearing aid in a full classroom.

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How You Can Apply These Guidelines

You can:

- Show a teacher in a wheelchair in a classroom. Show wheelchair basketball and other wheelchair sports.
- Present sign language in a communications course as an alternative method of communicating.
- Create mathematics problems using insulin measurement.
- Explain workings of the hearing aid as a science or electronics project.
- Show a blind person operating a computer terminal.
- Show the design of a community or building totally accessible to persons with handicaps.
- Show persons with and without handicaps enjoying nature trails designed for public use.
- Show a person with paraplegia driving a car.

Avoiding Stereotypes In Graphics and Audiovisuals

If a picture is worth a thousand words, it follows that illustrations—whether in print or audiovisual format—can create impressions that have lasting impact. The reading/viewing audience may consciously or unconsciously carry away impressions about gender, race, or handicap that were not intended. Sometimes these messages are communicated by omission: never showing a handicapped student in a classroom, no females in an industrial arts class, or no black students on the tennis team. A conscious effort must be made to present an unbiased view of people in educational materials.

In addition, audio materials should use a balance of both female and male voices.

Numerical Balance of the Sexes

There should be a numerical balance of the sexes in illustrations in a publication or audiovisual presentation. In addition to a numerical balance, there also should be equity in the significance of activities illustrated for both sexes.

Avoiding Sex Stereotypes

A variety of roles, traits, and activities for each sex should be shown. Role reversal and nontraditional representations are appropriate in some instances. Females should not uniformly be shown with passive gestures and expressions, watching instead of doing, wearing "cute" frills, always in dresses, or doing "woman's work." Men should not always be shown as muscular, tall, sports-oriented, tough, or participating in "men's" hobbies and occupations.

There are a variety of stereotyped images that can easily be avoided.

USE	AVOID
Mother leaving for work carrying briefcase or tools.	Mother seeing father off to work.
Father helping the children with their homework, nursing a sick child, bandaging a scraped elbow.	Only the mother nurturing, comforting, or hugging the children.
Father doing the grocery shopping for the family.	Only the mother doing the family shopping.
Both sexes playing active competitive sports; boys sometimes watching a girls' team play.	Boys playing active sports, and girls watching them.

USE	AVOID
Female students wearing a variety of appropriate play clothing: jeans, shorts, T-shirts, slacks. School clothing should be neat, but should not always be dresses.	Girls playing in dresses or constantly wearing dresses to school.
Women shown as doctors, managers, professors, police officers, plumbers, construction workers; men sometimes shown as secretaries, nurses, elementary school teachers, librarians, or in other such roles.	Women always shown in sex-stereotyped jobs such as secretaries, elementary school teachers, or nurses.

Physical Types and Handicaps

Students, teachers, and people in general all look different, and illustrations should reflect the wide variety of body types and personal appearances of humans. People should be shown who are thin, fat, average, tall, attractive, unattractive, etc. Occasional evidence of physical handicaps should be shown, illustrated by a person wearing glasses or a hearing aid, using crutches, sitting in a wheelchair, or using a deaf sign language. Avoid such stereotypes as showing people with disabilities as being helpless and needing to be cared for by "normal" people, depicting gifted and talented students as being skinny and wearing glasses, and always showing men as being taller and stronger than women.

Racial and Minority Stereotypes

Racial differences are essentially visual, but care must be taken to avoid exaggerated features, too much sameness, or inadvertent caricatures. A balance of persons of all races should be shown in all publications and audiovisuals. Illustrations and photographs should include a variety of physical types and ways of dressing within various racial groups. For example:

USE	AVOID
Blacks with Afros and some of the interesting sculptured hairstyles; texture should vary from straight to curly or kinky hair.	Drawing all blacks with the same hairstyles and hair textures, or with styles that exaggerate black facial features.
Indians wearing modern clothing.	Showing Indians only wearing full headdress, feathers, war paint, etc.

USE	AVOID
Mexican Americans with a realistic variety of physical features and body types.	Always showing Mexican American men as having mustaches or wearing ponchos or wide-brimmed hats.
Asian Americans with a realistic variety of face shapes, features, skin tones, eye shapes, height, and body size.	The use of single slanted lines to depict look-alike oriental features, as well as straight black hair and bangs.

How You Can Apply These Guidelines

You can:

- Show racial and gender balance among groups of students in photographs, slides, drawings, and transparencies.
- Show both girls and boys involved with such items as chemistry sets, fishing rods, and dolls.
- Show a student in a wheelchair sitting among students at desks in a regular classroom.
- Show female students at podiums or leading discussions, obviously playing a leadership role.

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Also recommended:

International Association of Business Communicators, *Without Bias: A Guidebook for Nondiscriminatory Communication* (San Francisco, California: The Association, 1977).

Appendix

OCCUPATIONAL TITLES

The U.S. Department of Labor has conducted a complete revision of the *Dictionary of Occupational Titles* to eliminate job titles that were considered to be potentially sex discriminatory. Nearly 3,500 titles were revised in 1975. In the following list are some of the more commonly-used job titles that have been changed. If assistance is needed in finding new titles for other jobs not on this list, refer to *Job Title Revisions to Eliminate Sex- and Age-Referent Language from the Dictionary of Occupational Title,* U.S. Department of Labor.

automotive parts man ..... automotive parts stock clerk
baggage man ..... baggage handler
bat boy ..... bat keeper
bellman ..... bellhop
bondsman ..... bonding agent
bus boy ..... dining room attendant, dish carrier
cameraman ..... camera operator
clergyman ..... clergy
craftsman ..... craftworker, crafter
craneman ..... crane operator
deliveryboy, delivery man ..... deliverer, delivery driver
deskman ..... desk clerk
doorman ..... doorkeeper
draftsman ..... drafter
fireman ..... firefighter
fisherman ..... fisher
flagman ..... flagger
foreman ..... supervisor
housemaid ..... houseworker
housewife ..... homemaker
laundress ..... launderer
lineman ..... line installer-repairer, line maintainer
maid ..... houseworker, housekeeper
mailman ..... postal worker, letter carrier, mail carrier
maintenance man ..... maintenance mechanic
meter maid ..... meter attendant
midwife ..... birth attendant
milkman ..... milk route driver
newsboy ..... newspaper vendor

nurseryman	nursery manager
patrolman	police officer, guard
policeman, policewoman	police officer
poultryman	chicken farmer
pressman	press operator
public relations man	public relations practitioner
repairman	repairer
salesman	sales associate, sales representative, sales agent, sales clerk
seamstress	custom sewer, sewer, mender, women's garment alterer
stewardess	flight attendant
stockman	stock handler, stocker
watchman	guard

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;
(2) operation of school bus routes or runs on a non-segregated basis;
(3) nondiscrimination in extracurricular activities and the use of school facilities;
(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
(6) nondiscriminatory practices relating to the use of a student's first language; and
(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.